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ABSTRACT

This paper is designed to provide local adult education administrators and teachers in Florida with information to help them to implement adult high school programs more effectively, in compliance with the State of Florida Adult High School Course Curriculum Framework. The paper addresses the following five areas: (1) purpose and terminology; (2) course matrix, including literacy completion points; (3) student eligibility and assessment, with entrance criteria and graduation requirements; (4) the instructional program and certification requirements for adult education instructors; and (5) acronyms. A directory of technical assistance directors and consultants organized by the five regions of the state, and a state-level staff directory are included in the paper. (KC)

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TECHNICAL ASSISTANCE PAPER FOR

Adult High School Instruction Program

Prepared by:

ADULT GENERAL EDUCATION
TASK FORCE OF PRACTITIONERS
IN CONJUNCTION WITH
FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF WORKFORCE DEVELOPMENT

Florida Department of Education
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Tom Gallagher
Commissioner of Education

ADULT EDUCATION: *A Gateway to the Good Life*

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CE 079 712

VISION

All adult education, workforce development, literacy education, community education, and community involvement programs and activities in Florida are delivered through a cost-effective and accountable process by qualified practitioners.

MISSION

The Practitioners' Task Force (PTF) will provide qualified practitioners in Florida the opportunity to consistently review critical program issues and recommend appropriate action plans relative to improving, restructuring, and accountability components for adult education, workforce development, literacy education, community education, and community involvement programs and activities.

I value the work these practitioners have done, because they provide insight as to what is needed and what is happening in adult education. The positive results of the effort of our Practitioners' Task Force committees have been clearly demonstrated to state and federal policy makers.

Joe Stephens
Director
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INTRODUCTION

PURPOSE

The State of Florida Adult High School Course Curriculum Framework provides a minimum set of standards to be used by all facilities delivering adult high school education. Adult high school education includes both co-enrollment courses of study as well as an adult high school diploma. The Adult High School course curriculum framework provides consistency, programmatic quality and integrity, as well as a continuum of service. The skills represented in the framework provide the instructor with the minimum basic competencies required in a discipline. Students in this program must meet all state and local requirements for graduation.

TERMINOLOGY

Co-enrolled student – A student who is currently enrolled in a 9-12 high school program, and is taking credit courses through adult education.

Course Curriculum Frameworks (Course Descriptions) - State Board of Education Rules 6A-1.09412, 6A-1.09414, and 6A-6.0571, FAC, which address Course Curriculum Frameworks (Course Descriptions), allow districts and schools greater flexibility in designing educational programs which meet the needs of their students. Districts are authorized to approve a variance up to ten percent of the course requirements of any Course Description. In addition, districts may request a waiver to allow a school to substitute locally approved course requirements within a Course Curriculum Framework (Course Description), provided these substitutions adequately address the major concepts and content contained in the Course Description, and provided the waiver request is submitted in accordance with specific procedures.

Florida Course Code Directory – State Board of Education Rule 6A-1.09441, FAC, requires that programs and courses which are funded by the state and courses or programs for which students may earn credit toward high school graduation must be listed in the Course Code Directory. The course code numbers are essential in the collection of information for use by decision-makers.

Individual Educational Plan (IEP) – When students with exceptionalities are enrolled in basic or vocational courses, each student's individual educational plan (IEP) must indicate whether course modifications are required and methods which will be used to provide modifications (e.g., co-teaching, consultation, etc.).

Institution - A Local Educational Agency (LEA), Community-Based Organization (CBO), or a school district.

Literacy Completion Point - A literacy completion point (LCP) is the attainment of academic or workforce readiness skills that qualify the participant for further basic education, vocational education, or employment.

Placement - A student will be followed for placement purposes when the student completes an LCP or a program and is no longer enrolled in the program. Placements will be documented when students are found employed or when continuing their education.

ADULT HIGH SCHOOL COURSE MATRIX

LITERACY COMPLETION POINTS (LCP)

Completion of a literacy completion point means that the adult high school student has successfully demonstrated mastery of the curriculum framework competencies needed to earn .5 credit in an academic discipline. A student may be enrolled in one or more courses, depending on individual needs.

USE OF 9900010 PROGRAM NUMBER

Rule 6A-6.011, FAC, states that a student taking an adult education course required for high school credit is an adult education student. The instruction should be consistent with the secondary curriculum frameworks. When this occurs, the adult education course number (9900010) for General Education Promotion can be used for the adult education course(s). The definition of GEP from the Florida Course Code Directory indicates that this is the appropriate course number for adult education instruction to earn high school credit. The credit from adult education course(s) can be transferred to the 9-12 secondary program for a particular course of instruction.

Adult High School Credit Matrix			
High School Credit Program	**Course Number**	**Mastery of Performance Standards Output Measure**	**Literacy Completion Point (LCP)**
Adult High School Credit	9900010	Florida State Curriculum Frameworks	.5 credit
Co-enrollee Course	Secondary Program Course Number	Florida State Curriculum Frameworks	.5 credit

STUDENT ELIGIBILITY AND ASSESSMENT

ENTRANCE CRITERIA

ADULT HIGH SCHOOL STUDENTS

Entrance criteria for enrollment into an adult high school program states that the student:

1. does not possess a high school or state-approved diploma;
2. is 16 years of age or older except where provided elsewhere in law; and
3. is officially withdrawn from an elementary or secondary program.

It is suggested that a student scores a 9.0 grade level or above on a state-approved assessment instrument before starting academic courses. See State Board of Education Rule 6A-6.014, FAC, for testing requirements.

CO-ENROLLED STUDENTS

A co-enrolled student is one who is currently enrolled in a 9th -12th grade high school program and who is taking credit courses through adult education. Appropriate documentation, as specified by the institution, may be obtained prior to enrollment.

It is suggested that a co-enrollee form signed by the host school counselor and principal, the student, and the student's parent(s) or guardian be presented at the time of registration. Co-enrolled students do not have to take a state-approved assessment test before taking academic classes in adult education (6A-6.014, FAC).

Fee and Refund Policy

It is suggested that each institution have a written fee and refund policy. An example of a fee and refund policy is as follows:

- A fee may be charged to an adult high school student only if the student holds a State of Florida recognized high school diploma and scores a 9.0 grade level or higher on a state-approved assessment instrument.
- A refund of fees will be made only if a student withdraws from a course in the first five working days after enrollment.
- All refunds of collected fees for classes that are cancelled will be made in accordance with the institution's accounting policy.

Student Documentation

For each student entering classes in adult education, it is suggested that a student permanent cumulative folder be created. Transcripts and required Exceptional Student Education records [including an Individual Educational Plan (IEP)] must be maintained per the State of Florida, Bureau of Archives and Records Management.

Graduation Requirements

The Adult High School Credit Program provides courses of study leading to completion of credits and passing of state-mandated assessments necessary to qualify for a high school diploma. Except as provided elsewhere in law, the graduation requirements for adults shall be the same as those for secondary students. To obtain a standard adult education diploma, a student must earn 24 credits, successfully complete the High School Competency Test (HSCT), and have a grade point average (GPA) in accordance with State of Florida guidelines. A cumulative GPA of 2.0 on a 4.0 scale is required for all 9th grade and adult students entering Fall, 1997-98.

Starting in the fall of 1999, students enrolling as 9th graders in high school completion programs must earn a passing score on the grade 10 FCAT (replacing the HSCT) to receive a high school diploma. (Those students who have already successfully completed the HSCT may use this score as part of their graduation requirements.)

To obtain a regular adult education diploma, a student must earn 24 credits, successfully complete the HSCT and have a GPA in accordance with state of Florida guidelines. A cumulative grade point average of 2.0 on a 4.0 scale is required for all 9th grade and adult students entering Fall, 1997-98.

School District Program # 9900010	General Education Promotion (Includes Adult High School and Co-enrollee Instruction)	Community College CIP # 1532010202
Academic Area	***Specific Requirement for Graduation***	***.5 Credit Literacy Completion Point (LCP)***
English	**4 Credits** – English courses must include major concentration of composition and literature.	LA LE LB LF LC LG LD LH
Mathematics	**3 Credits** – For 9th-grade and adult students entering in 1997-98, and thereafter, successful completion of Algebra I or a series of courses equivalent to Algebra (or a higher level mathematics course for those who master Algebra I prior to high school).	MA MD MB ME MC MF
Science	**3 Credits** - Two of the science credits must include a laboratory component. Institutions may waive the laboratory component of the science requirement when facilities are inaccessible or do not exist.	SA SD SB SE SC SF
American History	**1 Credit** – This course shall include an overview of the development and founding of the United States.	HA HB
World History	**1 Credit** – This course shall include a comparative study of the history, doctrines, and objectives of all major political systems.	WA WB
Economics	**.5 Credit** – This course shall include a comparative study of history, doctrines, and objectives of all major economic systems.	JA

School District Program # 9900010	General Education Promotion (Includes Adult High School and Co-enrollee Instruction)	Community College CIP # 1532010202
Academic Area	***Specific Requirement for Graduation***	***.5 Credit Literacy Completion Point (LCP)***
American Government	**.5 Credit** – For students entering 9th grade in the 1997-98 school year and thereafter, this course shall include the study of the U.S. Constitution and the Florida Government including the study of the State Constitution, the three branches of government, and municipal and county government.	GA
Life Management Skills	**.5 Credit** – Life Management Skills, 0800300 Health, and Life Management Skills, 8502000 Home Economics, are courses that may be used to satisfy the Life Management Skills graduation requirement. Both courses must contain all requirements specified in Sections 232.46(1)(i), 233.061(2)(i)(m), and 233.0612(6)(7)(9), F.S.	FA
Practical Arts Career Education /Exploratory Career Education or Performing Fine Arts	**1 Credit** (from the following) – Any vocational secondary or eligible postsecondary course, identified in Section 5 (Vocational) of the Course Code Directory may be used to satisfy the practical arts requirement. Selected exceptional student education vocational courses may be used to meet this requirement for students with exceptionalities (excluding Gifted). Any course in music, dance, drama, painting, or sculpture may be used to satisfy the performing arts requirement. A course in art form, in addition to painting and sculpture, that requires manual dexterity or a course in speech or debate may be used to satisfy this requirement. A combination of 1/2 credit from each of the above will be acceptable.	CA CB

School District Program # 9900010	General Education Promotion (Includes Adult High School and Co-enrollee Instruction)	Community College CIP # 1532010202
Academic Area	**Specific Requirement for Graduation**	**. 5 Credit Literacy Completion Point (LCP)**
Physical Education	Waived	
Electives	**9 1/2 Credits –** Any course in the Course Code Directory which is appropriate for grade 9 or above may fulfill an elective credit for graduation ***except*** Study Hall and other courses identified as noncredit (NC), Adult Basic Education, and GED Preparation.	

NOTE: See Appendix I of the Workforce Development Informational Services Data Base Handbook for more specific reporting procedures.

GRADE LEVEL CLASSIFICATION

9th Grade; 0 - 6 credits
10th Grade; 7 - 12 credits
11th Grade; 13 - 18 credits
12th Grade; 19 or more credits

LEVEL I AND LEVEL II COURSES

The State of Florida has instituted a course leveling system for 9th-12th grade courses. Level I courses are not considered adequate preparation for postsecondary education. Students are permitted to take a Level I course only when it is determined that the course is the most appropriate placement for the student. An individual educational plan (IEP) must be developed for Level I courses. Level II courses represent the expected standard for students in high school.

Section 232.246(7), F.S., *General Requirements for High School Graduation,* was amended to define the use of Level I courses. No student may be granted credit toward a high school graduation for enrollment in any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's individual educational plan (IEP) or in a student performance plan, signed by the principal, guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.

Q: What is the intent of Level I courses?

A: Level I courses are intended to be used on a limited basis for some students who have documented levels of performance which would make a more rigorous course or program inappropriate for that student in that subject. While the State of Florida is striving toward higher student performance standards for all students, there are some students for whom Level I courses are a viable option.

Q: Can Level I courses be used as credit toward a standard diploma?

A: Yes. Level I courses may be taken for credit toward a standard diploma. However, any Level I course taken by a high school student must be approved in an IEP or in a student performance plan in writing by the principal, guidance counselor, and parent (if student is under 18 years of age). Students may take these courses only if a written assessment has been completed and documented.

Q: Must approval be given separately for each Level I course taken?

A: Yes. It is expected that students for whom Level I courses are appropriate will have varying abilities and levels of performance in various subject areas. The decision to enroll students in Level I courses must be made on a course-by-course basis and be based upon the student's abilities, performance in each subject area and with the written consent of the principal, guidance counselor, and parents or student, if 18 years of age or older, establishing the need to participate in this Level I course through an IEP or student performance plan for non-ESE students.

Q: What assessment data should be used to determine the student's need to take Level I courses?

A: The exact assessment data used to determine the student's need to take Level I courses are a local decision. However, the decision should be made based on subject area, past performance indicators of the student, teacher input, and other information that would indicate that a more rigorous course of study would be inappropriate. The results of the data reviewed and the recommendation of need for the Level I course must be documented in the written assessment.

Q: What information should be included in a "written assessment" of the student's need?

A: Although it is a local decision, it is recommended that the reasons the student cannot participate in a more rigorous course of study (e.g., impact of disability, a specific skill deficiency) be documented in the IEP or student performance plan. However, no student shall be placed in a Level I course exclusively based on a student's limited English proficiency. A limited English proficient (LEP) student may be placed in a Level I course only on a student's previous academic achievement or current needs, irrespective of English proficiency. A parent or guardian of an LEP student may request to convene an LEP committee to discuss the appropriateness of

the placement of an LEP student in a Level I course. Likewise, the determination of the need of a student with disabilities to enroll in a Level I course must also be based on a written assessment of the student and included in the student's IEP.

Q: What documentation should be included in "a student performance plan?"

A: The statute refers to a student performance plan or individual educational plan. The format of the student performance plan is a district decision. However, as specified in Section 232.246(7)(d), F.S., the following elements must be included:

- The designated Level I course (named specifically);
- A written assessment of the need for the student to enroll in a Level I course for credit; and
- Signatures of the principal, guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.

Q: If a parent refuses to sign the form for a student to be placed in pre-algebra, must the student be assigned to Algebra I even if he/she will be unable to pass the course?

A: This is a local decision and should be addressed in the district's Pupil Progression Plan. The process should be consistent with current methods of handling differing opinions between professional staff and parents. It is advisable whatever decision is made in this case that appropriate documentation be maintained, and the parent notified in writing of the decision. (NOTE: Pre-Algebra is a Level I high school course. Algebra IA and IB are available to institutions so that the content of Algebra I can be taken over a two-year period.)

Q: What are Level II courses?

A: Level II courses are regular courses, those courses that are not fundamental or basic nor are they honors, international baccalaureate, advanced placement, or other advanced courses.

DIPLOMA/COMPLETION OPTIONS

The following completion options are suggested to students enrolled in the adult high school education program. Local Educational Agencies (LEAs) should select the appropriate options for their area.

Standard Diploma

- Meet local GPA requirements
- Pass HSCT or FCAT
- Demonstrate mastery of student performance standards
- Meet state and local credit requirements

Adult Education Diploma

- Meet local GPA requirements
- Pass HSCT or FCAT
- Demonstrate mastery of student performance standards
- Meet state and local credit requirements, except Physical Education which has been waived
- Credits may be earned by demonstration of competencies (competency-based).

Certificate of Completion

- Meet local GPA requirements
- Demonstrate mastery of student performance standards
- Meet state and local credit requirements
- Has not passed HSCT

Special Diploma (for Exceptional Students)

- Demonstrate mastery of student performance standards on IEP
- Meet state and local requirements

COURSE CODE DIRECTORY

Course numbers and titles must be taken from the *Florida Course Code Directory.* The state assigns and recognizes only the first seven digits of the course number. The eighth digit is used by the district for purposes of tracking and reporting data. The state maintains course descriptions for each course listed in the *Florida Course Code Directory.* Districts develop and adopt student performance standards for each of these courses. Students are expected to demonstrate mastery of these standards in order to receive credit for each course.

Co-enrolled students should be enrolled with the General Education Promotion program number (9900010) and the high school course number from the *Florida Course Code Directory.*

INSTRUCTIONAL PROGRAM

A program of instruction shall be based on the State of Florida mandated course frameworks and performance standards. Instructional methodologies may include, but are not limited to, traditional lecture instruction, competency-based adult education, computer-assisted instruction, and performance-based adult education.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

The Florida Course Code Directory and instructional personnel assignment provide the certification coverage appropriate for an individual to teach or render service in specific areas or fields. Section 231.1725 (1)(b), Florida Statutes, provides that, regardless of Chapter 231 or any other provisions of law or rules to the contrary, each district shall establish minimal qualifications for part-time and full-time adult education instructors. Exceptions are noted in Rule 6A-1.0503 (3)(b)4.b., FAC, which allows instructors to teach multiple subject area classes under extenuating circumstances.

APPENDIX – ACRONYMS

CBO	Community Based Organization	HSCT	High School Competency Test
FAC	Florida Administrative Code	IEP	Individual Educational Plan
FCAT	Florida's Comprehensive Assessment Test	LEA	Local Educational Agency
		SACS	Southern Association of Colleges and Schools
GPA	Grade Point Average		
LEP	Limited English Proficient	SBER	State Board of Education Rule
LCP	Literacy Completion Point		

SUMMARY

- The State of Florida Adult High School Course Curriculum Framework provides a minimum set of standards to be used by all facilities delivering adult high school education.
- Completion of a literacy completion point means that the adult high school student has successfully demonstrated mastery of the curriculum framework competencies needed to earn .5 credit in an academic discipline.
- The Adult High School Credit Program provides courses of study leading to completion of credits and passing of state-mandated assessments necessary to qualify for a high school diploma.
- A program of instruction shall be based on the state of Florida mandated course frameworks and performance standards. Instructional methodologies may include, but are not limited to, traditional lecture instruction, competency-based adult education, computer-assisted instruction, and performance-based adult education.

All task forces are coordinated by the practitioners' professional organization, Adult and Community Educators of Florida, Inc. (ACE).

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